Eresby School

roots to grow wings to fly

PSHE and Citizenship Policy

1. Aims and objectives

1.1 Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

1.2 The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

2. Teaching and learning style

2.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school events, taking an active part in assemblies and involvement in activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in

discussion to resolve conflicts and engage in the setting of agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

3. PSHE and citizenship curriculum planning

3.1 We teach PSHE and citizenship in a variety of ways including formal lessons and ongoing guidance during structured and less structured times. Topics such as drug and sex and relationships are delivered as part of the PSHE / Citizenship curriculum.

3.2 Some of the time we introduce PSHE and citizenship is delivered across subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the planning of proposed local developments. There is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, therefore PSHE and citizenship is also delivered through religious education lessons.

3.3 We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. When residential visits are organised, there is a particular focus on developing pupils' self esteem and giving them opportunities to develop skills of leadership and co-operation.

4. Foundation Stage

4.1 We teach PSHE and citizenship in Class 1 as an integral part of the topic work covered during the year. As Class 1 is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the EYFS. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the EYFS guidance. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

5. Teaching PSHE and citizenship as an inclusive subject

5.1 At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and targets and responding to each child's different needs.

5.2 When progress falls significantly outside the expected range, our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched precisely to the child's needs.

5.3 We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6. Assessment and recording

6.1 Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons and though more formal B Squared assessments. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Assessment also offers the children the opportunity to reflect on their own progress.

6.2 Children's progress in PSHE is reported to parents annually in pupil reports.

6.3 We encourage pupils, with assistance from adults, to keep records of their contribution to the life of the school and community (through folders of work and progress files).

7. Resources

7.1 We keep resources for PSHE and citizenship in a central store and use a range of appropriate websites. We have additional resources in the school library. Our PSHE and citizenship subject leader holds a selection of reference materials for teaching sensitive issues.

8. Monitoring and review

8.1 The PSHE and citizenship subject leader together with the Headteacher is responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the headteacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement

Note: This PSHE and citizenship policy should be read in conjunction with the other school policies.